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Geo. S. Clark.

FEBRUARY, 1893.

THE Normalia.

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State Normal School, AT ST. CLOUD, MINN.

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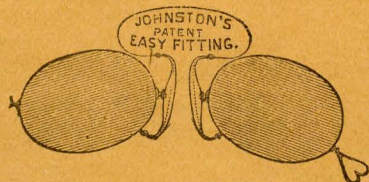
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ST. CLOUD, - - - MINN.

THE NORMALIA.

VOLUME II.

ST. CLOUD, MINN., FEBRUARY, 1893.

NUMBER VI.

The Normalia.

✻ EDITORIAL STAFF. ✻

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Rostrum.....	{Martin Kranz. Laura Hart.
Exchange.....	{Eleanor I. Cramb. Mabel Rich.
Model School.....	Nellie V. Clute.
Alumni.....	Gertrude Cambell.
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Editorial.

One of the master passions of the human race is prejudice. There are none free from it, no not one. When we have arrived at that high estate in which we feel perfectly free from its enthralling influences, and begin to pity those less fortunate, we become wedded to our state of mind, rejoice in it, and finally become intensely prejudiced against those whom we consider to be more prejudiced than ourselves.

As soon as I discover some truth, and see that its application produces good effects, I become wedded to my idol. Other people do not appreciate me. I am angered because of my prejudice. When in this condition I cannot see the value in the works of others. I condemn things I do not fancy. I observe that which assists me in maintaining my grounds. I look for points to commend

in that which I do; for points to condemn the works of those who do differently. "Thou hypocrite, first cast out the beam out of thine own eye; and thou shalt then see clearly to cast out the mote out of thy brother's eye."

We desire to be comfortable. "Let me alone." "Do not prod me." "What I do has received the sanction of the great and good." "The world has got on well enough without your notion."

When a person has learned a thing through exercising his mind in a certain way, to insinuate that it is better for the growing intellect to get it in a different way, is decidedly uncomplimentary, not to say insulting. Few people have breadth sufficient to weigh a thing on its merits. The personal factor in the equation is the hardest one to eliminate.

School teachers are, perhaps, the most liable to become prejudiced of any class of people of equal intelligence, except, possibly, the clergy. If one is placed in a position of authority, an authority born of his right to direct, if he finds that his work brings forth good fruit, if he is moderately successful, is admired by his pupils, as indeed he should be, he becomes accustomed to receiving a kind of homage that flatters his vanity and makes him set in his ways. If a teacher could only be admired without discovering it, he might escape the snare unwittingly set for his unwary feet. When one begins to feed on commendation, his appetite becomes abnormal, an unhealthy condition of mind and soul is soon reached. Self-examination, merciless and thorough, is one's only safe-guard. *Prejudice is the easiest thing in the world to discover in another; the hardest thing in the world to see in one's self.*

We hope that some of our contributors who hold different views from N. P. N. will answer him. The columns of this paper are open to discussions if carried on in a friendly spirit. Our "Literary Society" editor makes sharp criticisms which should be met or else heeded. Will some one please take up the cudgels and warm things up a little?

Literary.

THE TEXT-BOOK ON HISTORY.

Whatever broad generalizations the student is to draw from all history—as, for instance, the stages of progress of society in realizing its freedom—a necessary condition is that he must have along with the broader principles a mass of details, various, and trivial had they no significance; and these details must be understood by the mind before the broader generalizations can be drawn from them. To get a conception of the spirit which imbued the colonists in beginning the revolution, you must needs know of a certain public meeting in Boston, of a band of men, dressed as Mohawks, who scattered three cargoes of tea over the harbor, of two lanterns in a church tower, of a midnight rider bringing a certain message to the citizens of eastern Massachusetts, or of other events of like significance.

In general, I presume, the purpose of this study is to know history—the life, manners and historical events of different ages. The student may then recognize the broader principles according to his natural insight and inclination, for only the generalizations he makes for himself are of value to him. History broadens a person's views if he gives it thought; he will give it thought if he has become interested in its minor incidents, its characters and scenes. Hence the necessity of dwelling on the details of historical events in at least the earliest studies.

A detailed account of an event may vary in brevity according to the reader's aptitude in interpreting language. While a few words may give a good reader a conception

of the movements of a battle, it takes a long account to give one less able in construing language the same conception. The choice of easily understood terms as well as the natural style of the story teller, are qualities alike necessary in one who would write for the young. This involves space. Such writers are C. Carlton Coffin, N. S. Dodge, James Parton, and others.

But, contrary to this principle of writing, some publishers, of their own accord, or at the suggestion of prominent educators, I don't know which, conceived the idea, a few years ago, of printing primary school histories—books of small size containing a most briefly worded account of our country's historical events. Such a book was supposed to be a natural stepping-stone to the reading of a text which dealt more with the easily understood details and incidents of life. These books were failures in the school room, as one might well suppose they would be.

The same objectionable feature of those primary histories is inherent in the text-book of four hundred pages. American history is involved in so many events, and the text-book writer is limited to a certain space; one page to this event, two to that, and so on. So he falls into those carefully studied sentences in which the effort is forever to say as much as possible in the briefest space—involved sentences, containing long modifying clauses, which need to be carefully studied to get the thought. Such reading children always avoid. Many who ought to begin history cannot understand the text; and those who understand it fail to become interested in the meagre narrative.

The writer, from a good deal of observation, can advance this testimony with regard to the school histories that have been used in this state: They have, in their literary quality, been beyond the capacity of a majority of the pupils in the fourth and fifth reader grades of the country schools. It is true that most of these pupils have been pushed beyond their general advancement in this one exercise of pronouncing words; the

specified time having been given to reading, and the effort having always been centered on pronunciation and seldom on thought, it follows that pupils soon get into the fourth reader in a country school considering the length of time they attend school each year. But we should secure text-books to suit the schools instead of vainly endeavoring to make the schools suit the text-books. It should also be remembered that were pupils in country schools held to a study of the meaning of words and sentences as well as to their pronunciation, fewer would reach the fourth reader; then a school history suited to the fourth reader grade would be suited to only a small minority of our country pupils—a minority that would exclude many boys and girls over fifteen years of age. Boys who are interested in politics and current history, cannot become interested in past history, because the text-book, on account of its brevity, presents no food for thought.

At present pupils in most schools will read over the assigned number of pages, look at them, and look at the pictures. But when called on to recite, the length of the recitation is about fifteen seconds. One happens to remember one statement, and another remembers another. There has been this and that expression which has caught the eye and appealed to the intelligence. But the rest has been read over by pronouncing words, the pupil having been unable to keep the entire sentence in mind or unable to interpret the meaning of terms. Sometimes the latter half of the recitation period is employed in studying the next lesson. Terms are explained, involved sentences are analyzed, and maps are studied. But this is language study with a serious objection, the language is of inferior literary quality. No writer of school histories aspires to be a representative of the English language.

Given an author who uses language easily comprehended by young readers, two remedies at once suggest themselves, the application of either of which would overcome the present objection to school histories.

Either enlarge the text so as to give the author free use of language in writing the narrative, or limit the number of topics for same purpose. The former policy would involve, perhaps, an unwarranted expense in the cost of the book, while the latter would result in a text-book of rather few historical data. But a school history on the latter plan would be well adapted to the primary classes; it would be well adapted to most country schools, creating a love for history, and, I believe, to a better knowledge of history than is had at present. N. P. N.

Literary Society.

At one of the recent business meetings, the society elected Martin Krans president, and Lottie Knudson vice president. The following were appointed to serve during the president's term:

Sergeant-at-Arms—Mr. Zimmer.

Program Committee—Thomas Grosvnor, chairman, Robert Jerrard, Sue McDavit, Lillian Hayes and Kate Kenely.

Excuse Committee—Io Barnes, Grace Noyes, James Maybury.

Many of the new students have become members of the society. A kind invitation is extended to all to join and share the joys and sorrows.

The question-box proved to be a very interesting feature of the last program. Each person was asked to contribute at least one question, and when all had been collected the president asked Miss Hart to take charge of the box, read the questions and call upon any one she wished to answer. The result was a good deal of fun mingled with a little information.

Mr. Funkley has been heard from again. This time he demanded that the fee, which he imagines the society owes him for the exercise of his learned and legal mind in its defense, should be paid by one o'clock Friday, February 10, 1893. The secretary was instructed to write Mr. Funkley asking him to "charge" it.

Social meetings, for the purpose of entertaining the friends of the society and giving to those interested a better idea of the purpose and work of the society, will be given hereafter regularly every six weeks. The first social meeting will be given on the second Friday of each term and the next six weeks from that time and so on. It is not yet decided when the first of these meetings shall be given for this term. It will probably occur sometime in the near future.

The question debated at the last meeting was, "Resolved, that the United States should annex the Hawaii Islands." Mr. Wendlandt was the affirmative leader, his assistant Miss Lindberg. Negative leader Mr. Neilson, assistant Miss Hedman. The following are some of the points made by the affirmative side: (1) United States would be in possession of an important coal and repairing station almost in mid-ocean. (2) That control over a large part of the Pacific would be obtained. (3) That the Americans living on the islands are heavy tax payers. (4) In a time of war would serve as a means of self-defense. (5) The duty of the U. S. to civilize the people.

Negative side showed that (1) Congress was not in favor. (2) People of the islands are not able to support themselves. (3) Not desirable for three reasons, licentious, opium-eaters, leprosy. (4) The Chinese trouble would probably be renewed. (5) Would be apt to involve a war with England. (6) Ship masters would not purchase coal there on account of high price. (7) Would cost too much to annex and then defend, the situation of the islands too remote. The judges were not able to decide unanimously in favor of either side, the society decided in favor of the negative.

The Normal Literary society exists for the purpose of improving its members mentally and morally, and the work which is planned for the society to do serves as a means toward reaching that end. If work is done or proceedings allowed to take place which do not secure the greatest good to the greatest number, or which are not adapted

to the formation of habits that will result in the best culture, then the society fails in its efforts to realize its purpose. Does the Normal Literary society fail in any respect? Yes, in one: in frequently allowing the business meetings to continue during the whole or the greater part of the evening. To allow a few persons, perhaps a half a dozen, to dispose of the time of forty or fifty in a way which is uninteresting, disagreeable and unpleasant, is positively wrong. For a few persons to occupy the greater part of an evening discussing some unimportant act of the excuse committee is foolish, senseless, and a useless waste of time, and harmful to the interests of the society. That was not the purpose for which the members of the society assembled, and it is the duty of the society to protect its members in their rights. When a question arises about which there is any doubt, the constitution should be referred to at once and the question settled once for always, there will be no necessity then for ever discussing that question again. If the questions discussed were of any importance or if the persons who take part were benefitted, there would be some reason why such a proceeding should be allowed. Many earnest, faithful workers, are kept out of the society just on account of the length of the business meetings. If the society would hasten through with the business meetings and devote a portion of the evening to the discussion of some of the many interesting and important questions of the day, all would feel like taking part, all would have an interest, and the society would be accomplishing its purpose in the way in which it now fails.

Alumni.

Miss Sarah Whitney, '89, who has taught in Anoka, her home, since her graduation, has resigned, intending to teach in Minneapolis.

Miss Mabel J. Bolles, '91, Stillwater, who is teaching at that place, has resigned and April 1 will go to Missoula, Mont., where

she will make her home with her brother.

Mr. Andrew J. Fritz, '91, has been spending a few days at his home in this city. He is now traveling for the Harry Svensgard Bicycle Co., Fergus Falls.

Mr. Geo. W. Vogel, '88, left the 9th inst. for California. At Helena he acted as best man at the wedding of John B. Galerneault, one of Benton county's best officers. Mr. G. was at one time a student of this school.

Saturday, 11th inst., Mr. Moran, Mr. Hyde's successor as teacher of history, and Mr. Mitchell, teacher of geography, visited Elk River. Mr. Moran was for several years principal of the schools of that city.

Mr. Hyde was a welcome visitor at our Washington Birthday exercises.



PRAYER MEETINGS.

WHERE? In room 4.

WHEN? Every day at the close of school.

HOW LONG? Until five minutes of one o'clock.

FOR WHOM? Young women of all denominations. The Presbyterian, Methodist, Congregational, Baptist, Catholic, Unitarian, Lutheran, Reformed, and Episcopal churches are all represented among the members of the association.

WHY HELD? "Let us hold fast the profession of our faith without wavering; and let us consider one another to provoke unto love and good works; not forsaking the assembling of ourselves together, as the manner of some is; but exhorting one another, and so much the more as we see the day approaching." Heb. 10: 23-25.

The prayer meeting has a distinct place to fill and nothing else can do just what it was intended to accomplish. We would not wish to substitute a prayer meeting for anything else, and no more should we wish to do the reverse or to lessen the good which it might do. Come and see if you do not get help that you cannot get anywhere else. If

you do not think the meetings are as helpful as they should be, those who have the work in charge would be glad to know it, and to receive any suggestion concerning the work. Lately the time has been devoted to the reading of Miss Havergal's book, "Kept for the Master's Use." If you have never read it, you should not miss the chance now. The meetings on Friday relate to missionary work, and the young men as well as the young ladies are invited to attend these. You say you are not interested in missions? Then it is because you do not know the great need for such work and the grand results which are being accomplished in this line.

Will you not help those who are responsible for the success of these meetings by your attendance, by getting others to attend—at least by not hindering them, and by words of encouragement? Let us not be like the people spoken of in Romans 10:3. "For they being ignorant of God's righteousness, and going about to establish their own righteousness, have not yielded themselves unto the righteousness of God."

Rostrum.

Mr. Hyde who was connected with this school for about 14 years and is now Assistant State Superintendent, visited the Normal Jan. 30, '93. In answer to a few complimentary remarks by Pres. Carhart in which he suggested that Mr. Hyde would be the person to ask if they wished anything. Mr. Hyde said if there was anything they wished done by the legislature—any sum of money they desired—anything whatever they wanted—to ask Pres. Carhart for it. Mr. Hyde also made a few interesting remarks on the maxim, "Aim High." He thought that this was not the wisest thing to do—to concentrate all one's thought and energy upon attaining some high position, fame, etc., but rather to aim each day to do his very best and make the best possible use of his powers without letting the mind rest on the result to be obtained. He said, "If we set our hearts on something away be-

yond us and then bend all our energies to attaining that thing, the chances are 10 to 1 or 100 to 1 that we will be disappointed and our lives be embittered and made unhappy. But if we use the powers we have as wisely as we can, and whatever we have to do, do that well, wisely, faithfully and conscientiously, then if we attain to anything high we will feel that we have done it worthily, and will be happy."

Mr. Hyde also revealed a few of the secrets of the "Faculty Meeting," which we will forbear to mention here. He then expressed a desire to become an honorary member of the St. Cloud Normal School, and the school unanimously voted him such.

* * *

The members of the Legislature who visited us about two weeks ago, entertained the school for over an hour with some pleasant and instructive thoughts. They were unanimous in expressing a very high appreciation of Normal schools in general, in praise of the work of this Normal school in particular, and in a desire that the school should have an apportionment sufficient for its needs.

Senator Keller said that a man without education was no man, and if a person had neither money nor education he was a tramp. He spoke of the grandeur of the schools of the U. S., where the poor could be educated as freely as the rich. He said a person could learn from every one and every thing; even from a man from States prison he could learn not to go there. He suggested the wisdom of avoiding the "magnum caput" and gave a peculiar interpretation of the expression, for which we refer any inquiring minds to the senator himself. His remarks were very amusing.

Senator Hall, of Houston county, said something pleasing to the class of '93, viz, the great appreciation of Normal graduates in his part of the world and the corresponding high salaries.

Senator Probstfield spoke of the mission of young ladies as being something higher than to look beautiful; it is to inculcate the

the great principle of progress. He said "We will make a wonderful progress in the next 25 years, judging by the last 25.

Mr. Gutterson from Blue Earth county said he was glad to see [by the rising vote of the school] that so many were from the country and so many were fighting their own battles. He spoke of the great value of the Literary society in enabling any one to get up before an audience and express his opinion. But [members please take note] in order to have the society be a benefit to you don't ask to be excused from the program.

Rep. Holmberg of Hennepin county said, "Young people do not appreciate their benefits. It is hard to realize when riding in a palace car at the rate of 40 miles an hour that an ox-cart was the best thing 50 years ago." Another thought was that many things besides those we read in books are essential, the understanding of character being an important one. Another, "The nation is what the home is." Following Rep. Homberg another senator related an incident of a young lady who after attending a Normal school one year had a great influence on her home and made a radical change in it for the better.

Rep. Comstock of Hennepin county said that though the people of the cities were considered selfish they did not want the earth; but they did want the products of the earth including the products of the Normal schools.

Rep. Ward consolingly told the young ladies that they had as much influence in the governmental affairs as the sterner sex had and as much as they would if they voted since there were so many more women engaged in teaching than men. He very justly added, however, that women should have franchise and the nation would be much better if they did.

Sen. Barr, chairman of Senate committee spoke of the Formatory and Reformatory institutions and the need of great appropriations for the first, in order to do away as much as possible with the necessity of the second. In reference to the much talked-of appropriation he quoted:

"My purse, my person and my extremest means, lie all unlocked to your occasion."

Rep. VanSant, chairman of house committee.—"The young ladies have been slandered. They teach on an average five years, and many devote their life to the work." "The statement so often made that the Normal schools are local and for the sake of booming the town in which they are located is not true. The morning's vote greatly surprised me." "The school wants to soar aloft. It is hard to fly with only one wing, so it should have another,"

Mr. Ryder, the stenographer who accompanied the committee, said that before coming to this state he had heard much of the ozone of this wonderful country; how it broadened people, widened their aspirations, etc., and in St. Cloud he found it true.

Rep. Gorman, of St. Cloud, again emphasized the points he made in a talk a few days before, viz. that health, morals and manners were of vast importance and after this the spare time could be devoted to books. Since this former visit he had visited Rochester and St. Peter and the value of education had been more impressed upon him by the fact that a large representation were brought there by lack of education. And the greater part of the want and misery of the great cities was due to the lack of education.

Although nearly every member of the committee insisted that it was his first speech, they were very entertaining and we hope to see the same committee next year.

Exchanges.

The question, whether the Carletonia shall be edited by a board of editors elected from the two upper classes, or by representatives from the four college classes, is being agitated at Carleton.

The January number of the Mankatonian contains a valuable article, "Science in Elementary Work," by Miss Sackett, principal of the intermediate department of the prac-

tice school. The paper presents a sample of the science work done in the practice department of the Mankato Normal school, and is very interesting.

A good article on Evolution may be found in St. Viateur's College Journal for January.

"The Golden Rod" is the only one of our exchanges which is entirely free from advertisements. It is a very bright little paper and is always welcomed at our table.

A very interesting article entitled "Twenty-five Days in Great Britain" may be found in the Jabberwock.

We are glad to welcome the Willmar Seminary Echo after its long absence from our table.

"Business Grit" is the title of a good article in the January number of The Torch. That number also contains Tennyson's "Dream of Fair Women," as dramatized in one of the literature classes of that school.—Faribault High School.

The Mankatonian informs us that an address will be given to the graduating class on commencement day, in place of the usual exercises by members of the class.

Personals.

Mr. Bjorklund will leave school at the end of this quarter to take a school in Otter Tail county.

The Literary society is in correspondence with Mr. U. O. Cox of the Mankato Normal with the view of securing him for a lecture.

The Misses Tisdell, Libby and Cook have left the home to board with private families.

Miss Etta Carrick, who formerly held the position of Literary editor, has resigned.

Mr. Chas. Frink with his violin adds much to our music.

Miss Earhart has been substituting for Miss Brower the past week in the city schools.

Mr. Thos. Moran began his duties as a member of the faculty recently, having charge of the department of History and Civics. He is a graduate from the Michigan University and a post graduate student in History at Johns Hopkins University.

Miss Burnett spent Sunday, Feb. 12, with her parents at Anoka.

Miss Grace Noyes spent Sunday, Feb. 19, with her sister at Clearwater.

We wonder what has become of Miss B.'s curling iron.

Miss Tubbs, of Sauk Centre, has left school.

Albert Scherfernberg, a former student here, now superintendent of schools at the White Earth reservation, visited us Jan. 30.

Mr. C. W. G. Hyde, assistant state superintendent, was with us Jan. 30 and favored us with a short talk.

Farmer L. R. Adley, '89, now attending the state agricultural school at Minneapolis, visited us recently.

Supt. Kiehle, of St. Paul, was a visitor at the Normal on the 26th ult.

E. H. Atwood, of the city, is a frequent visitor at the school.

City Engineer F. A. Smith inspected the new wing, Thursday, Feb. 16.

Rev. C. J. Staples and Mr. J. F. Jerrard, of the city, were our guests recently, and expressed themselves as being well pleased with what they saw.

Locals.

General Lessons! ! !

Did you get a valentine?

Boxing gloves and red ink galore.

Mirabile dictu! a street car was seen at the Normal terminal recently.

Some of the little boys and girls of the faculty spend a good deal of their time sliding down the hill in lower town.

Electric bells have been placed in each of the rooms of the model department.

The visit of the legislative committee was one of the most pleasant events of the year. Their speeches were greatly enjoyed by the school. As a result of their visit they have recommended an extra appropriation of \$43,000.

The students of this school were very glad to co-operate with other students of the state in helping to erect a bronze statue of Hiawatha for the World's Fair.

The school had a vacation on Washington's birthday, having had their exercises in honor of the day on the 21st.

The literary society has decided to give a reception in the assembly hall every six weeks. This is to be permanent and it will fill a long felt want.

The commencement chorus met for the first time Saturday, Feb. 18th. It is composed of the following persons: Misses McDavitt, Waller, Sherman, Amonson, Hayes, Skinner, Dewart, Barnes, and Messrs. Jerrard, Woodworth, Butler and Johnson. One piece selected is Wiegenleid, a cradle song composed by J. L. Frank.

It looks now as though this year's class would not organize; the class is divided on the subject. But nevertheless there will be an organization with its organizing principle, that of brotherly love. They will dispense with the outward symbols of fraternity; viz: class rings, class pins, class colors, and photographs, as these evidences of the class spirit are not necessary.

Mr. Mitchell is collecting geographical specimens for his department. The collection will shortly receive an addition of articles of clothing, typical products, and other specimens from the Hawaiian islands, and a similar one from Trinidad.

A young man of the school calls on a young lady where they have electric lights. Electric lights are expensive. After acting as the young lady's escort one evening, he is invited in. Finds candles and matches on table with direction: "Light one of these." Takes hint. Next time brings candles with him.

A POME.

W. A. SHOEMAKER, EDITOR NORMALIA:

Whose is the fair hand
Among your bright band
That signs the initials F. S.?

I can't hope to win it,
Alas! I'm not "in it"

With young men of twenty or less.

But may your sweet maid*
In beauty ne'er fade!

When fate wafts you here to St. Paul,
Be it eve, noon or morn
Don't leave me forlorn,
But give this Department a call.

C. H. G. W.

*This is not addressed to you, Mr. Shoemaker.

A REPLY TO THE ABOVE.

Whereas, it becomes all people of pleasure
To couple some work along with their
pleasure;

So, be it resolved, a committee of one
Be appointed to draft a suitable pun
Upon certain events, and one little caper,
Which has served to illumine your valuable
paper.

(Yes, this is a pun, for I must disclose it,
Else how in the world would you ever suppose it?)

In a quite recent number some lines were
inserted

In which one F. S. some sentiments blurted,
Concerning our friend Mr. C. W. G.;
And he made reply as above you may see,
Wondering as to who the writer could be.

"Whose is the fair hand?" Well, one thing
is sure,

He isn't a girl as you'd seem to conjure—
But a modest young man, who with much
lack of pride,

Desired from the gaze of the public to *Hyde*;
So instead of his full name he wrote but a
part,

But the piece was a Frank expression of
heart,

And (though we don't like to say it) quite
Smart.

Now, who is there here,
Who will make it appear
That it wasn't a Miss
Who must answer for this?

Borrowed Humor.

Why is President Harrison like a tree?
Because he leaves in the spring.

Latin teacher—"Give the principal parts
of 'piget.'" Pupil—"Pigo, pigere, squeali,
gruntum."

"Don't trouble yourself to stretch your
mouth any farther," said the dentist, "I in-
tend to stand on the outside when I pull
your tooth."—Ex.

Gen. History.—"Why do we not have
knights to protect the maidens of the pres-
ent day?"

Young Lady.—"Because the maidens are
smart enough to protect themselves."

In Astronomy, Teacher—It is said that
the tides rise so quickly and so high in the
Bay of Funday that pigs are frequently
swept away by them.

Pupil (aside)—Then I shall never venture
up there.—Ex.

Who were the first tennis players men-
tioned in the Bible? Joseph served in Phar-
oh's court and Israel returned out of Egypt.
—The Campus.

JOHNNY KNEW.

Sunday School Teacher—"Now, Johnny,
who could have done what David did with-
out even using a stone?"

Johnny, (without hesitation)—"Corbett."

The following should never have appeared
in a paper circulated among ladies. Al-
though we were obliged to publish it, it has
been inverted so that ladies may not be com-

pelled to read it. It is not fit to read and we ask all ladies to pass it by.

If she had to stand on her head.
We knew she'd get at it somehow
This poem she's already read;
And we'll wager ten cents to a farthing
If she gets the least kind of a show.
But you bet she'll get at it some way
It's something she ought not to know;
If there's anything worries a woman

Undecided "Peddy."—"O, that I were a thermometer."

Wondering G.—"Why?"

U. P.—"Then I would be sure of being graduated."

Chemistry Class, after election—Teacher
—"Give the oxides of iodine."

Pupil—"I O₅" (I owe five.)

Teacher (correcting)—"I₂ O₅."

Teacher.—"Tommy, can you give me a sentence in which 'but' is a conjunction?"

Tommy.—"See the goat butt the boy. Butt is a conjunction and connects the boy and the goat."—Ex.

Rogers.—What makes your nose so red Mr. Reilly?

Reilly.—It glows with pride, sir, at not putting itself into other people's business.—Puck.

One Mrs. Van Auken installed a Chinaman in her kitchen. The following conversation took place:

"What is your name, sir?" asked Mrs. Van Auken.

"Oh, my namee Ah Sin Foo."

"But I can't remember all that lingo, my man. I'll call you Jimmy."

"Velley welle. Now whachee namee I callee you?" asked Ah Sin, looking up in sweet simplicity.

"Well, my name is Mrs. Van Auken; call me that."

"Oh, me can no'membel Misse Yanne Buken. Too big piecee namee. I callee Tommy—Misse Tommy."

A juvenile, four years old, created a ripple by remarking to the teacher of her Sunday school class: "Our dog's dead. I bet the angels was scared when they see him coming up the walk. He's cross to strangers."

A CHEMICAL ROMANCE.

Said Atom to Molly Cule,

"Will you unite with me?"

And Mollie Cule did quick retort,

"There's no affinity."

Beneath electric light plants' shade

Poor Atom hoped he'd metre,

But she eloped with a rascal base,

And her name is now Saltpetre.

* * *

A drop of ink makes millions think.—Ex.

The best part of one's life is the performance of his daily duties. All higher motives, ideas, conceptions, sentiments in a man are of no account if they do not come forward to strengthen him for the better discharge of the duties which devolve upon him in the ordinary affairs of life.—Henry Ward Beecher.

To those who are interested in the progress of the movement toward higher education for women the following item may be of interest: "As long ago as 1778, a certificate was granted by President Ezra Stiles, of Yale College, to a young woman who had passed the examinations necessary to enter the college, but was debarred on account of her sex."—Ex.

Punctuality is the mother of confidence. Be on time. Be frank. Say what you mean. Do what you say. So shall your friends know and take it for granted that you mean to do just what is right.—John Briggs.

The best rules to form, young man, are talk little, to hear much, to reflect alone what has passed in company, to distrust one's own opinions, and value others that deserve it.—Sir William Temple.

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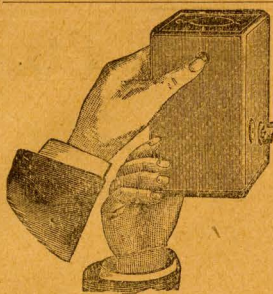
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